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ABSTRACT

The Arizona Career Ladder Research and Evaluation Project was created to conduct research on the 5-year state pilot career ladder project (CLP), a teacher incentive program in which improved student achievement is one design criterion. This project's yearly research and evaluation cycle involves three basic steps: data collection, analysis, and reporting/feedback. Areas of data collection include: (1) individual career ladder program components; (2) teacher and administrator perceptions; (3) school climate; (4) teacher attraction, retention, and motivation; (5) district self-evaluation; and (6) student achievement. Data analysis includes noting changes and profiling effects of career ladder program components within each district. Reporting/feedback includes annually reporting findings to the appropriate state legislature committee and participating districts. Data collection began in spring 1986. Some of the unique features of Arizona's program include individualized and district-developed career ladder systems; extensive teacher input; no established quotas; a restructured salary schedule; and collaboration among government, business, universities, school districts and the teaching profession. This document, prepared for the legislative committee, provides a description of and data from the spring 1986 data collection, analysis of the data, and recommendations and conclusions. A good network of communication between CLP committees and teachers, a team approach to evaluation with emphasis on inter-rater reliability, and staff development/inservice are reported to have allowed for effective change. (ABL)

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ARIZONA CAREER LADDER RESEARCH & EVALUATION PROJECT:

Research and Development for Effective Educational Change and Reform

by

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&
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U.S. DEPARTMENT OF EDUCATION
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CG 019609

Baseline Data Report for the Joint Legislative Committee on Career Ladders

House Hearing Room #3 - Arizona State Capitol - Phoenix, Arizona

December 17, 1986

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Overview

The Arizona Career Ladder Research & Evaluation Project at Northern Arizona University was created to conduct research on the five year state pilot career ladder project (CLP). The goal is to evaluate the relative successes of each district's program as well as the overall effect on educational change and reform in pilot districts.

Researchers from NAU in cooperation with researchers from the University of Arizona and Arizona State University began the process of collecting both qualitative and quantitative data during Spring 1986. The yearly research and evaluation cycle involves three basic steps: data collection, analysis, and reporting/feedback. Areas of data collection include: (a) individual career ladder program components, (b) teacher and administrator perceptions, (c) school climate, (d) teacher attraction, retention and motivation, (e) district self-evaluation and (f) student achievement.

Data analysis includes noting changes and profiling effects of career ladder program components within each district. Reporting/feedback includes annually reporting findings to the Joint Legislative Committee on Career Ladders (JLCCL) and participating districts. As a result of these empirical research procedures, districts involved are able to use the findings each Fall in continuing to review, develop and improve their individual career ladder programs. The yearly cycle of data collection, analysis, reporting/feedback is renewed again each spring so that changes can be assessed and improvement needs effected.

The Project's Uniqueness

When compared with other career development programs, the Arizona Project has several unique qualities. Each component taken alone is not necessarily unique, but the combination of the following makes it the only project of its kind in the country:

1. Individualized and district-developed career ladder systems,
2. Program piloting versus immediate statewide implementation,

3. Length of study affords time for appropriate research, evaluation, and modification,
4. Research and evaluation performed by an independent/objective organization,
5. Inter-university and inter-district cooperation,
6. Extensive teacher input,
7. No quotas established, and
8. Completely restructured salary schedule, not simply bonuses, featuring equal compensation for equal performance.

The most unique features of the Arizona Project which are not evident in other plans include: (a) collaboration among government, business, universities, school districts and the teaching profession; (b) model features, including individually developed district teacher performance evaluation systems, and totally restructured salary schedules; and (c) a five year pilot research and evaluation project to extract a workable and relevant model for legislative approval.

Due to the dissemination of information on the project's uniqueness and the preliminary research results, the pilot project is beginning to receive recognition throughout the country. For example, it is being contrasted to Tennessee's Career Ladder Plan in which statewide implementation of a single model occurred with little prior research and no piloting. In addition, Arizona has been selected to be one of six states in the country with career ladder systems to be researched by the Center for Policy Research in Education (CPRE), through the Rand Corporation.

Data Collection

During May 1986, over 4225 educators received the Perception Assessment Scale (Packard, Bierlein, Aleamoni & Helmstadter, 1986) so that baseline data would be available on the perceptions of those involved in the project. Perceptions were collected in the following areas: (a) general career ladder concepts, (b) staff development and training, (c) the teacher evaluation system, (d) peer evaluation, (e) career ladder placement, and (f) organizational climate.

For two reasons, the entire population of educators was included in the survey. It was decided by the research team that all involved educators should be allowed the opportunity to express their perceptions regarding this important educational reform and secondly, for statistical and research purposes; validity and reliability are enhanced by assessing the total population. The results of this survey have been analyzed and were sent to the districts for review and recycling during September 1986. Key aspects of these data are included in the Appendix and will be discussed in a later section of this report.

In order for NAU to conduct an overall research & evaluation, participating districts have been asked to collect and document specific information. For example, data is being gathered from teachers who apply for or leave a teaching position in each career ladder district. This information will be used to assess whether a career ladder program can serve to help attract and retain high quality teachers. Another important area of data collection is analysis of district self-evaluations, which includes information presented during joint legislative committee meetings and from other district reports.

As the program progresses, it is the intent to examine unique program components through on-site visitations and in-depth interviews beginning February 1987. In addition, analysis of student academic achievement will begin during the Fall of 1987, using a student achievement index developed by Dr. G. C. Helmstadter at ASU. Upon completion, results of the data will be presented to the JLCCL

Research Results for 1986

The Perception Assessment Scale was developed by a research and evaluation team composed of Dr. Richard Packard, Northern Arizona University; Ms. Louann Bierlein, NAU; Dr. Lawrence Aleamoni, University of Arizona; and Dr. G. C. Helmstadter, Arizona State University. This instrument includes a demographic information section, a Likert-type scale, and open-ended

questions which elicited perceptions on CLP program characteristics and district climate. Input was received from the districts and the instrument was pilot tested prior to dissemination during May 1986.

Demographic Data

Demographic information indicates that 4209 educators were offered the survey throughout the nine career ladder districts. One thousand, nine hundred and thirty-five educators from 105 different schools returned their completed surveys for analysis (46% return rate). To minimize possible disruption, survey distribution and collection was controlled by each district. The return rate varied from 21.6% to 95.4%. For those districts with a lower return rate, more support has been requested for the next data collection cycle.

Of the respondents, the breakdown yielded the following key demographic information:

Level of Employment
1439 (74.4%) elementary level educators.
464 (23.9%) secondary level educators.

Level of Education
849 (55.2%) Masters degree or higher.
1044 (44.8%) indicated obtaining less than a Masters degree.

Years of Teaching Experience (teachers)
378 (19.5%) = under 3 years
446 (23.0%) = 3-7 years
586 (29.4%) = 8-15 years
312 (16.1%) = 16-25 years
47 (2.4%) = over 25 years

Teacher Inservice on CLP (both procedures and evaluation)
1480 teachers (76.5%) received between 0-4 hours
164 teachers (8.4%) received between 5-12 hours
127 teachers (6.6%) received 13 or more hours

Since the CLP implementation rate varied for each district, most did not know at the time exactly which teachers were to be considered career ladder teachers. Therefore, the figure of 1238 (64.0%) teachers having applied for their district's CLP and 513 (26.5%) not having

applied for the CLP will serve as numbers of CL/ non-CL teachers for the baseline data. Many of these demographic percentages will not reach a total sum equaling 100% of the total respondents in each category, since a certain percentage chose not to respond to all items.

Analysis of Career Ladder Program Components

Appendix 1, pages 14-15, lists the 39 CLP concepts represented on the Perception Assessment Scale. For each statement, the total percentage of respondents agreeing and disagreeing are listed, as well as the composite mean. For analysis purposes, the 1,935 respondents from all nine districts were totaled to arrive at the composite scores depicted on this table. These figures reflect the overall perceptual tone felt by educators toward CLP components during May 1986.

The possible range for composite means was from 1.000 (highly negative) to 4.000 (highly positive). Values from 1.000 - 2.500 fall in the negative range tendencies and those between 2.501 - 4.000 reflect generally positive responses. In Appendix 1, the positive means have been marked with a (*) and those in the lower negative range with a (-).

Positive CLP Perceptions

The baseline research results indicate that pilot district educators perceived the following CLP components as being positive:

1. The CLP will improve instruction and teacher status,
2. Adequate resources were provided by their districts and the various teaching levels were clearly defined,
3. In the area of evaluation, educators felt that peer evaluators were well trained and peer evaluation will have a positive influence on cooperation,
4. Teachers had received sufficient evaluation time to fairly place them on the ladder,
5. The CLP provides opportunities for advancement and appropriate higher level responsibilities, and
6. The amount of teacher input and involvement was felt to be more than adequate.

Negative CLP Perceptions

Statements receiving extremely negative responses demonstrate that educators perceived the following:

1. Their district's CLP would not help encourage cooperation and would lower morale,
2. The intrinsic rewards offered by the present programs were not enough of an incentive for teachers to join the CLP,
3. Respondents were concerned about the consistency between evaluators,
4. Personnel did not have sufficient input into selection of peers who would become evaluators,
5. Inadequate help was received on evaluation material development (portfolio), and
6. The criteria were not clear for non-classroom teachers.

The majority of the remaining statements resulted in slightly negative means, but overall were not as low as initial expectations for a program change of this magnitude.

Composite CLP Analysis

Appendix 2, page 16, shows the composite means on CLP assessment and survey return rates for individual districts. Due to the desire for publication confidentiality, names of individual districts have not been listed. District names will only be made available to the JLCCL, the individual districts and to other such individuals who qualify. For example, individuals must be in a position to help recycle and improve career ladder programs or those who will conduct research under the professional and ethical limitations of confidentiality.

Program research found that four districts reflected overall positive perceptions toward their district's CLP. Three districts received extremely negative figures. Each district's CLP responses were analyzed thoroughly on an individual basis. This data has been distributed to each district so information can be used to make modifications and improvements. Due to space limitations, these figures have not been represented in this report, but are available upon request.

Included in Appendix 2 is a list of means and the number of respondents for various subgroups. The results demonstrate more positive attitudinal responses being offered by teachers who had applied for the CLP when compared with those electing not to apply. Elementary educators responded more positively than did secondary educators.

Teachers who had been in their districts for fewer than 8 years viewed their CLP more favorably than those with a greater amount of experience. A notable result regarding years of experience is the detection of only a slight difference in perceptions between teachers with 8-25 years of teaching experience and those with over 25 years. Prior to evaluation, projections were that the CLP would not be viewed in a positive light by the highly experienced teachers. In actuality, research findings do not reflect any real statistical difference between teachers with 8-25 years of experience and those with over 25 years.

Administrators demonstrated a very positive perceptual view, but only a small percentage chose to respond. To improve the validity and reliability of the research and evaluation, a much improved percentage of administrative response is required and districts will be asked to give additional support in this area.

The overall response to the 26 items related to organizational climate was very positive. In general, the attitudes of these educators show they feel good about their working environment. In addition, when the relationship was assessed between the organizational climate in pilot districts and the attitudinal responses toward career ladder components, a correlation of .49 was found which is significant at the .0001 level of probability. This means there is less than 1 chance in 10,000 of this relationship happening by chance. There is clearly a relationship between organizational climate and the attitudes of educators toward program change.

Written Responses

Appendices 3-6, pages 17-19, depict the responses received on the open-ended questions

regarding program strengths and improvement needs. The educators had been asked to respond to the questions: "Please describe the major strength/s of your district's career ladder program" and "Please describe the area/s of your career ladder program which need improvement". The written responses from each district were categorized into seven distinct areas and graphed for analysis.

Program Strengths

The response categories and brief descriptors for Program Strengths as identified by written comments are as follows:

1. Evaluation - clear competencies and expectations; high standards and goals; qualified evaluators.
2. Salary - represents increased salary opportunities; more money.
3. Professionalism - allows teachers to excel and to do their best; teachers helping teachers; provides higher level responsibilities.
4. C. L. Placement - provides opportunity for advancement; good structure; fair appeal process; allows for revision; optional plan.
5. Aids Instruction - helps retain good teachers; will help remove poor teachers; helps teachers focus on teaching and learning.
6. Teacher Input - improved communication between teachers and administrators; adequate teacher input into CLP development and revisions.
7. Staff Inservice - good inservice training; administrative support.

Chart 1, page 17, depicts the percentages of career program component strengths for individual districts. In comparison, one can see great variation between district plans and in the amount of emphasis placed on various components of each. Program strengths are viewed as positive outcomes of each district's career programs as perceived by professionals at the time this data was collected.

Improvement Areas

Chart 2, page 18, illustrates the percentages of identified areas for improvement by

individual districts. These CLP Improvement Areas were categorized into seven distinct areas of response. These categories and brief descriptors identified by written comments are listed as follows:

1. Evaluation - too many/too few observations; lack of consistency between evaluators; want peer evaluators/teams of evaluators, if not already available.
2. Salary - not adequate compensation; program needs more financial support.
3. C. L. Placement - inadequate appeal process; too many changes in plan; improper placement procedures and standards; no incentive for more experienced and educated teachers; no options for part-time teachers.
4. Staff Inservice - lack of training; not enough support with portfolio development.
5. Communication - poor communication; poor clarification of expectations and procedures.
6. Time - too much busy work; too much emphasis on activities outside the classroom (committees); too much time out of the classroom.
7. Staff Morale - lowered morale among the teachers; has created a stressful environment.

Composite Written Responses

Chart 3, page 19, shows the composite program strengths and improvement areas. Program strengths are the perceived key positive outcomes of the career programs as indicated by educators during May 1986. The improvement areas are those CLP components that educators viewed as needing modification or positive change.

From these data, the CEE Research Center is able to formulate a summative evaluation of which pilot programs are being reviewed by educators as most positive at this point. Perceived key strengths and areas which require improvement are clearly shown. As a result, a preliminary model or models could be formulated by combining the components receiving the highest positive ratings of the various career plans, but because of care with interpretation of early results, none is proposed at this point. However, pilot districts trying to modify areas of perceived improvement needs can look toward other district plans in which the component of concern has been viewed as positive.

Appendix 6, page 20 offers more detailed information on program strengths and

improvement areas for each district. Since program uniqueness is a key aspect of the Arizona plan, the reasons listed by the educators as they rated program components must be examined carefully. For each district, appendix 6 lists the categories and describes key reasons offered by the educators for high ratings. This allows further insight as districts begin the process of recycling and as the researchers prepare to collect data on each program's unique components.

Conclusions and Recommendations

The data analysis that is described in this report represents only the preliminary stage in the total research and evaluation process. The data collected thus far is being used as baseline data from which future data can be profiled and assessed. In this formative stage of research, none of the following recommendations can be assumed to be conclusive, but they should aid districts in their recycling stage. Initial observations are as follows:

1. Baseline research results from over 4,000 teachers, is already demonstrating significant program strengths and areas which need improvement. This information can be used by individual districts for program recycling and allows researchers to begin the development of a preliminary workable model or models which will be recommended to the legislature for policy change and educational reform.

2. Preliminary analysis already suggests that there may not be one best CLP model for implementation. For example, two districts which received the highest assessment tend to be operating from an extremely different philosophical base. District 2 's program can be classified as more of a centralized, administrative operation, while District 4's program is almost entirely teacher directed. Both utilized an extensive amount of teacher input, but differ greatly in the degree to which teachers are involved in program operation (evaluations, etc).

3. For program improvement, districts need to use methods which best fit their unique philosophy and operational scheme, but emphasis must be placed on certain components which

the research found vital to positive perceptual responses. These important areas which may allow for effective change include the following:

(a) a good network of communication between the CLP district committee and the teachers. An extensive amount of teacher input was utilized by all districts, but in some, the committees (or administrators) failed to use that input to make clear decisions and to communicate those decisions to district teachers. Problems arose when a large number of program changes occurred, often over a short period of time and without sufficient communication. This type of problem arose, predominantly due to severe time constraints, although several districts were able to achieve an adequate amount of communication necessary to alleviate major difficulties.

Open lines of communication are essential to improved organizational climate and positive attitudes. Some districts are beginning to utilize a monthly CLP newsletter and "hotlines." Districts need to be able to adjust when changes are necessary and when obvious errors were made, without getting into a defensive posture. The district which received a large amount of open criticism, spent a great deal of time at the beginning of the new school year talking with individual teachers until clear communication was established. This approach was time consuming, but necessary and the attitudes of educators in the program appear to have improved.

(b) a team approach to evaluation with emphasis on inter-rater reliability. Teachers clearly expressed a desire for more than one person to be responsible for determining the level of their performance. In addition, teachers requested more training for the evaluators and a focus on the consistency between district evaluators. In most districts, the teachers perceived the instruments and evaluative materials to be fair, but were concerned about the consistency of their use.

(c) emphasis on staff development/ inservice. Educators in districts providing inservice on evaluation procedures viewed program areas more positively. Inservice sessions

allowed time for increased communication as well as providing support for teachers.

Of the districts utilizing portfolios as part of their evaluation procedures, those which offered workshops on how to develop supporting materials were perceived as being most positive. Staff workshops tended to reduce the amount of time perceived as necessary in making application for the CLP. An assumption is that teachers had an enhanced understanding of expectations and had a more realistic picture of program time requirements.

(d) districts need to more closely monitor the amount of time teachers are spending in preparation for their CLP. Portfolio development is being perceived as an acceptable method to document student academic progress and professional activities. However, districts must offer inservice to teachers and constantly monitor and adjust the requirements if necessary. Several districts presently place a great deal of emphasis on "outside" activities that are related to teaching, but often these assignments are perceived as only indirectly affecting instruction. Those districts focusing on required "units" are advised to constantly review the policy and if necessary, adjust the amount of emphasis placed on such activities over time.

3. For the first time on such a large scale, research results show a high level of significance ($p > .0001$) between organizational climate assessment and perceptions of program potential for reform and success. Implications are that districts need to take a close look at the "health" of their systems in regard to interpersonal relationships, communication and organizational climate before undertaking such a major project, or certainly while influencing changes and improvements over a period of time. These factors definitely have an effect on potential program success.

Final Conclusions

This data analysis has dealt with baseline data collected while the districts were in the initial phase of program implementation. The school year 1986-87 represents the first full

year of program operation for most districts. Data collected at the end of this period will be assessed using the baseline data and resulting changes will be depicted. This information will provide a substantially more reliable analysis of the effects of career ladder programs on education in pilot districts.

Finally, the Arizona Career Ladder Pilot Project is a tremendous undertaking. Over 5,000 professionals in the original nine districts are involved in the process of restructuring the way teachers are evaluated and compensated. This represents a creditable undertaking, because these districts are now operating under a salary structure where equal compensation is received for equal performance. The use of a completely restructured salary schedule instead of "bonuses" in addition to the original salary represents a radical breakthrough in the teaching profession. This component makes Arizona's project unique to all other similar plans in the nation. The Arizona legislators and educators involved in the piloting of this concept are to be commended.

Appendix I

Teacher and Administrator Perceptions of Career Ladder Program Concepts

SURVEY STATEMENT	PERCENT AGREE	PERCENT DISAGREE	MEAN SCORE#
General Career Ladder Concepts			
1.1 CLP Attracts Teachers	56.1	43.9	2.435
1.2 CLP Retains Teachers	52.9	47.1	2.404
1.3 CLP Improves Instruction	60.0	40.0	2.568*
1.4 Improves Student Academic Progress	51.2	48.8	2.396
1.5 Encourages Cooperation	31.9	68.1	2.015-
1.6 Will Not Lower Morale	39.7	60.3	2.273-
1.7 Improves Teacher Status	62.7	37.3	2.620*
1.8 Monetary Rewards are an Incentive	49.1	50.9	2.325
1.9 Intrinsic Rewards are an Incentive	22.4	77.6	1.808-
1.10 CLP Goals Clearly Communicated	55.8	44.2	2.475
1.11 Fair Appeal Process	55.5	44.5	2.485
Staff Development and Training Concepts			
2.1 Adequate Inservice on CLP Evaluation	45.5	54.5	2.317
2.2 Fair Selection of Peer Evaluators	49.2	50.8	2.373
2.3 Administrators Well Trained - Evaluation	52.8	47.2	2.478
2.4 University Credits Should Be Criteria	76.4	23.6	3.010*
2.5 Adequate Resources Provided	59.2	40.8	2.561*
Teacher Evaluation System Concepts			
3.1 Teaching Levels Clearly Defined	60.8	39.2	2.607*
3.2 Administrators Evaluate Fairly	54.6	45.4	2.472
3.3 Consistency Ensured - Evaluators	44.9	55.1	2.285-
3.4 Evaluation Time is Sufficient	59.8	40.2	2.594
3.5 Time Required Worth Benefits Gained	47.5	52.5	2.317

Appendix I (continued)

	PERCENT AGREE	PERCENT DISAGREE	MEAN SCORE#
Peer Evaluation Concepts			
4.1 Peer Evaluators Fairly Selected	47.9	52.1	2.325
4.2 Peer Evaluators Well Trained	63.8	36.2	2.666*
4.3 Sufficient Input - Peer Selection	24.6	75.4	1.816-
4.4 Peer Evaluation Mainly Formative Use	61.8	38.2	2.618
4.5 Peer Evaluation Mainly Summative Use	56.1	43.9	2.479
4.6 Peer Evaluation Helps Cooperation	52.9	47.1	2.558*
Career Ladder Placement Concepts			
5.1 Criteria for Advancement Clear	47.6	52.4	2.352
5.2 Comfort/Choice to Remain at Same Level	50.8	49.2	2.419
5.3 Challenging CLP Criteria for Higher Levels	46.4	53.6	2.309
5.4 CLP Evaluation Materials - Clear Criteria	50.8	49.2	2.389
5.5 Adequate Help on Evaluation Materials	40.8	59.2	2.220-
5.6 Opportunities for Advancement	64.8	35.2	2.657*
5.7 Adequate Teacher Involvement	63.6	36.4	2.704*
5.8 Positive Effects of Higher Level Respon.	51.3	48.7	2.418
5.9 Clear Criteria- Nonclassroom Teachers	34.2	65.8	2.047-
5.10 Appropriate Higher Level Responsibilities	63.9	36.1	2.625*
5.11 Adequate Number of Trained Evaluators	49.5	50.5	2.404
5.12 Means for Adequate Input - Revisions	52.3	47.7	2.450

MEAN - Range = 1.000 - 4.000

Values from 1.000 - 2.500 = Generally Negative

Values from 2.501 - 4.000 = Generally Positive

(*) depicts means in positive range

(-) depicts means in extreme negative range

Appendix 2

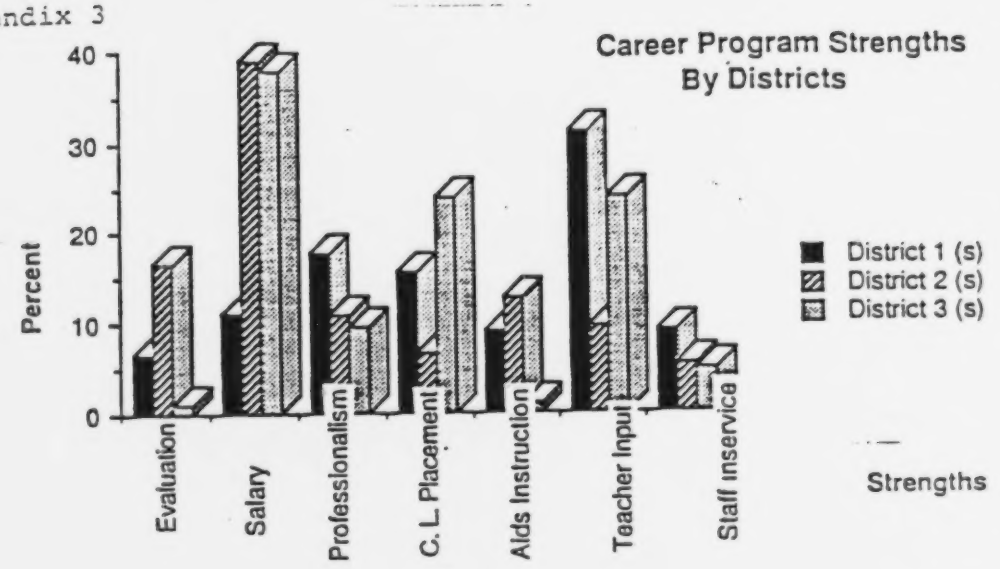
CLP Composite Means by District

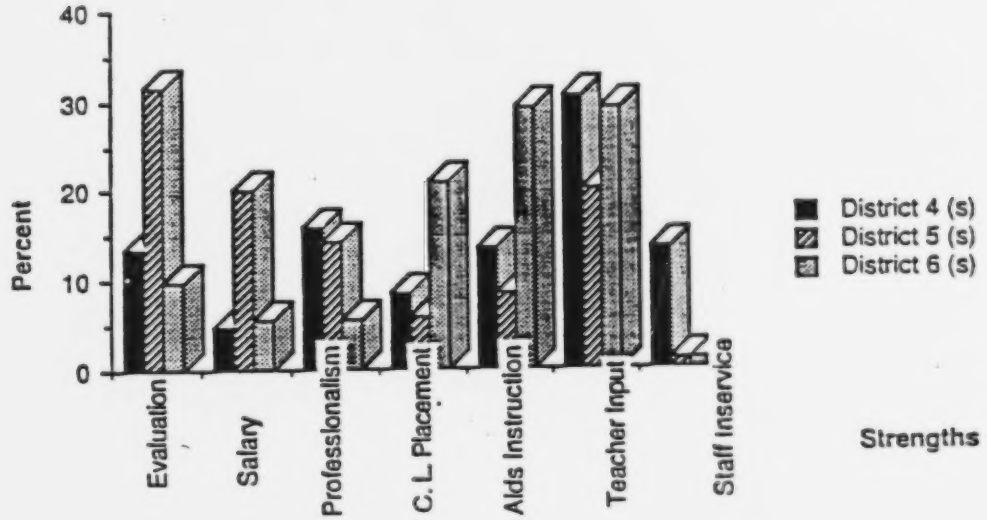
	Mean#	Percentage Survey Return
All Districts	2.419	46.0%
District 1	2.349	26.5%
District 2	2.624*	95.4%
District 3	2.180-	58.5%
District 4	2.700*	65.8%
District 5	2.233-	29.6%
District 6	2.573*	21.9%
District 7	2.540*	70.0%
District 8	2.089-	27.8%
District 9	2.384	72.6%

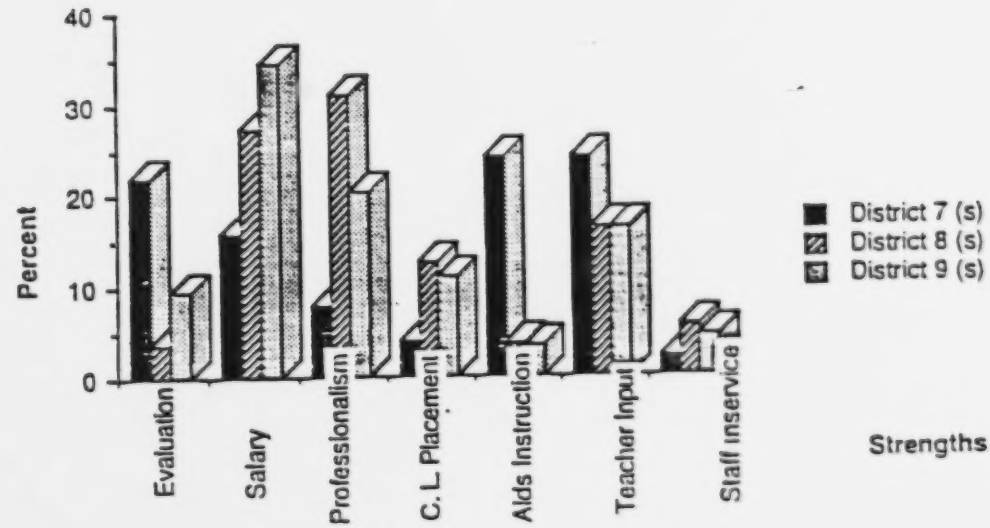
Composite Means by Selected Demographic Variables

	Mean#	Number
Teachers That Applied for CLP	2.459	1238
Teachers That Did Not Apply for CLP	2.240	513
Years of Teaching Experience		
1-7 years	2.466	824
8-25 years	2.343	880
Over 25 years	2.327	47
Teachers	2.402	1886
Administrators	3.245*	36
Elementary	2.431	1439
Secondary	2.387	464
Composite Climate	2.912*	

Appendix 3


Career Program Strengths
By Districts
40
30
20
10
0
Percent
Evaluation
Salary
Professionalism
C. L Placement
Alds Instruction
Teacher Input
Staff inservice
Strengths
District 1 (s)
District 2 (s)
District 3 (s)


40
30
20
10
0
Percent
Evaluation
Salary
Professionalism
C. L Placement
Alds Instruction
Teacher Input
Staff inservice
Strengths
District 4 (s)
District 5 (s)
District 6 (s)


40
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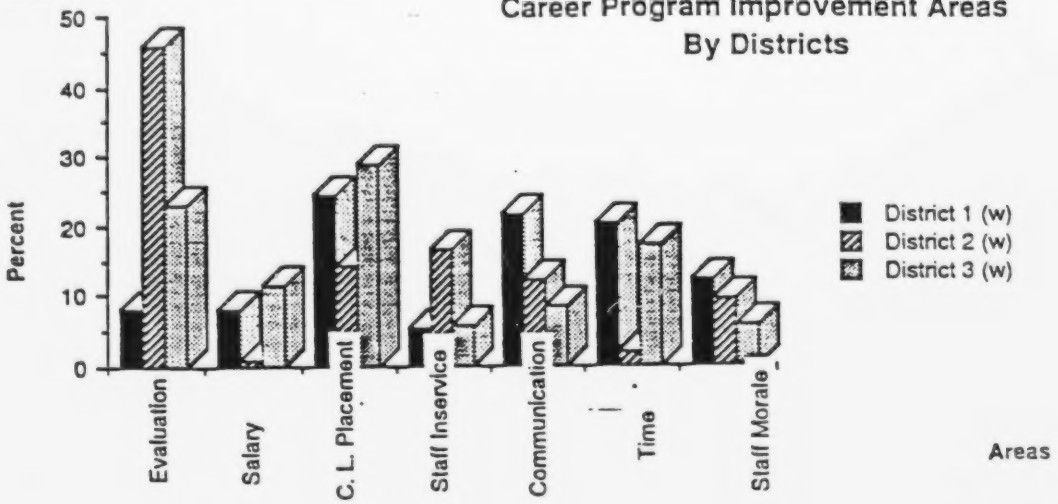
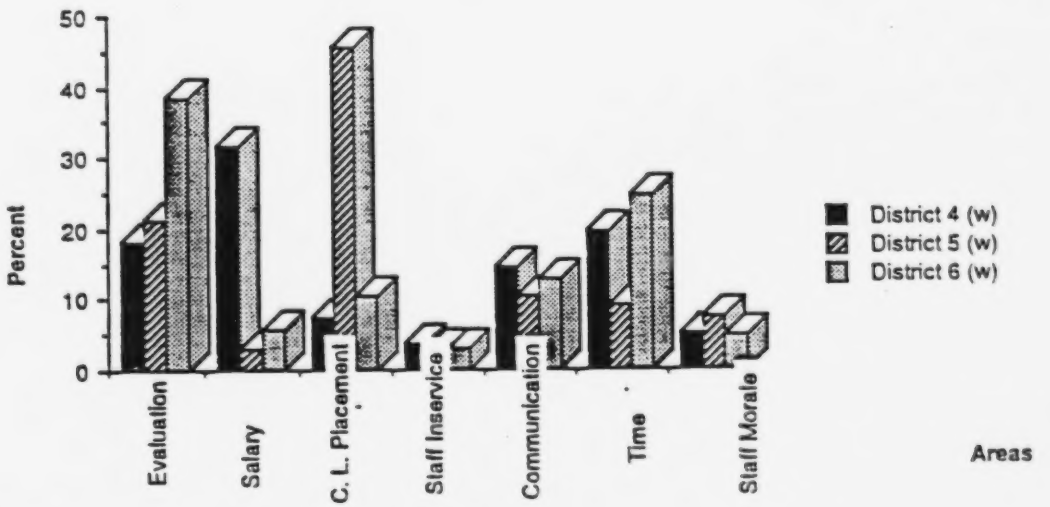
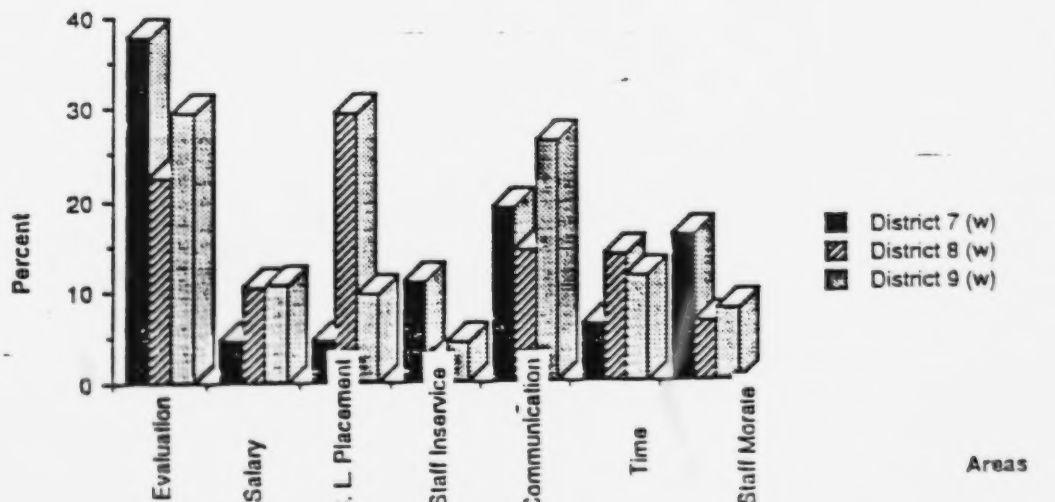
Evaluation
Salary
Professionalism
C. L Placement
Alds Instruction
Teacher Input
Staff inservice
Strengths
District 7 (s)
District 8 (s)
District 9 (s)

Appendix 4

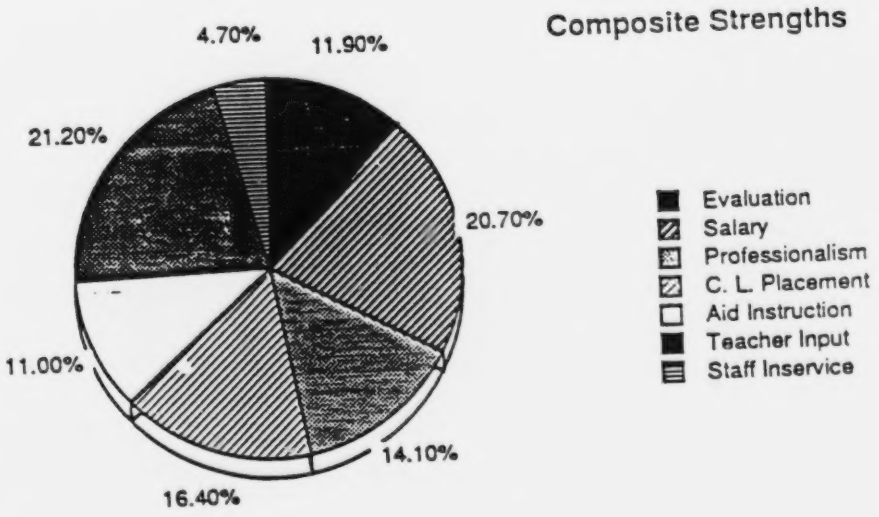
Career Program Improvement Areas By Districts

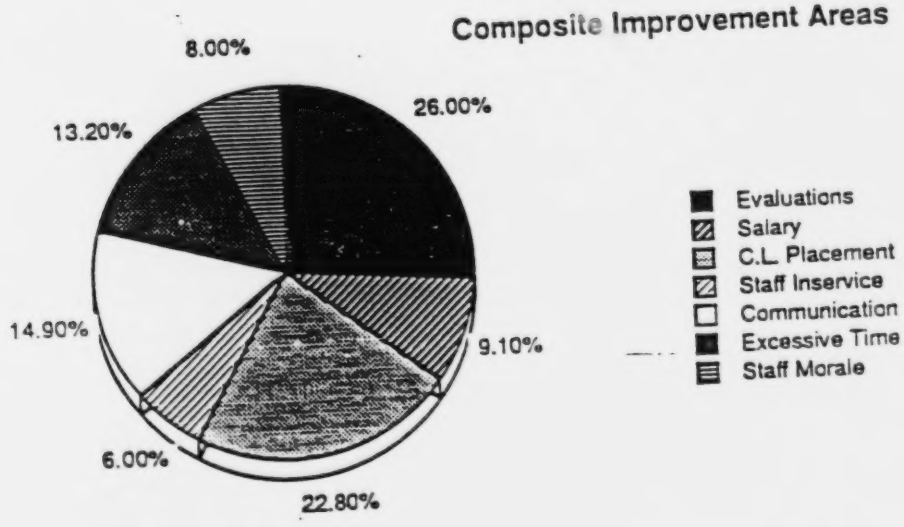






Appendix 5


Composite Strengths
4.70%
11.90%
21.20%
20.70%
11.00%
14.10%
16.40%
Evaluation
Salary
Professionalism
C. L. Placement
Aid Instruction
Teacher Input
Staff Inservice


Composite Improvement Areas
8.00%
26.00%
13.20%
14.90%
9.10%
6.00%
22.80%
Evaluations
Salary
C.L. Placement
Staff Inservice
Communication
Excessive Time
Staff Morale

Appendix 6

Career Ladder Program Key Strengths & Weaknesses as Indicated by Respondents' Written Comments

(Percentages for each district are represented in Appendices 3-5)

STRENGTHS:

E - Evaluation
S - Salary
P - Professionalism
CL - C. L. Placement
I - Improves Instruction
T - Teacher Input
SI- Staff Inservice

Key Comments

District 1
Did not place teachers on CLP 1985-86; emphasis was on selection and training of peer evaluators.

District 2
E - clear critieria & compentencies; based on "classroom activities".

District 3
CL - teachers were pleased that it was an optional plan.

District 4
E - heavy emphasis on peer/team evaluations; I - almost completely teacher designed; SI - emphasis on training & staff development; no teachers were placed for 1985-86.

District 5
E - much more refined evaluation system than used in previous years.

District 6
E - involves self-evaluation; CL- optional, no problems for those who chose not to join; I - emphasis on teaching activities, higher level thinking skills.

District 7
E - good, well documented evaluation system, if followed.

District 8
P- provides incentives for professional growth as a teacher.

District 9
S - all teachers were placed on level 1 and received a raise.

Appendix 6 (continued)

IMPROVEMENT AREAS **(as indicated by written comments)**

E - Evaluation	CL - C. L. Placement	C - Communication
S - Salary	SI - Staff Inservice	T - Excessive Time
	M - Staff Morale	

Key Comments

District 1

CL - concern over the selection of program administrator and peer evaluators, too political; C - "lack of factual 'for sure' information in a timely manner"; T - too much emphasis on work out of the classroom.

District 2

E - concern over consistency between evaluators, they want teams of evaluators including peers; CL- no incentive for more experienced/ educated teachers, no clear appeal process.

District 3

E - inconsistency, want more evaluations; CL - programs use of "units" which are used to award points for placement.

District 4

No teachers were placed, therefore no money was received even though evaluations & work had begun.

District 5

CL - placement was based partially on years in district, not dependent entirely on skills.

District 6

E - too much emphasis on the portfolio evaluation; CI - partially based on education; T - portfolio development took too much time.

District 7

E - inconsistency, want more evaluations and more training for evaluators.

District 8

E - the only evaluation for 1985-86 was on the teacher's portfolio, for which the teachers received little instruction & training; CL- placement for many meant little money, ($1 in some cases).

District 9

E - concerns about fair evaluations and over criteria for special subject areas; C - plan not fully developed and explained.